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ABSTRACT

Secondary students learn to deal objectively with domestic issues and problems in this quinmester elective course. Emphasis is upon providing students with an opportunity for indepth study in critical thinking on current controversial issues, using activity units as a principal teaching technique. The objectives are for students to identify and describe major issues in the problem areas of civil rights, crime control, preservation of the environment and natural resources, and over-population; state a value position regarding any given aspect of the problem; and present evidence to support the value position stated. The course is arranged as other quinmester courses with goals, content, activities, and resources sections. (SJM)

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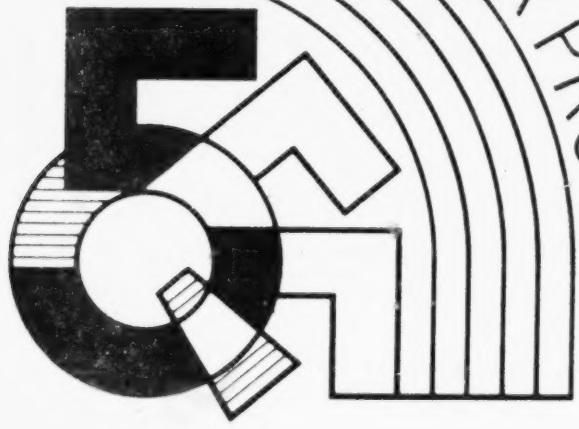
AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



DADE COUNTY PUBLIC SCHOOLS

Social Studies: CURRENT DOMESTIC PROBLEMS

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DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

CURRENT DOMESTIC PROBLEMS

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Written By

John A. Moore

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: AN INTENSIVE STUDY OF SELECTED PROBLEMS IN AMERICA, SUCH AS POLLUTION, CIVIL RIGHTS, LAW AND ORDER. NEWSPAPER OR PERIODICALS SERVE AS TEXTBOOKS FOR THIS COURSE. STUDENTS SHOULD DEVELOP THE ABILITY TO DEAL OBJECTIVELY WITH CURRENT ISSUES.

CLUSTER: American Studies
GRADE LEVEL: 10 - 12
COURSE STATUS Elective
INDICATORS OF SUCCESS: Previous Coursework in American History is Recommended.

COURSE RATIONALE: The eyes and ears of the emerging American Citizen (i.e. our students) are focused first on this problem, then that one, then on still another. The initiator of this bouncing focus of attention is usually the mass media. A frequent by-product of the students' awareness of problems is a value position. The course is designed to improve the quality of the students' reactions to data presented by mass media and to guide the process of value clarification concerning some of the most pressing domestic problems.

The efforts to improve the "quality" of the students' reaction to data about current domestic problems will center around gathering and validating evidence and identifying alternative sources of information. The efforts toward value clarification will concentrate on having students verbalize the values they hold concerning the problems studies, then gather and examine evidence to support their value position. The students should be taught to use the evidence gathered to determine the consistency, appropriateness, and limitations of the value positions taken.

Since the students will live in a world where problems are constantly "reported," they need to know more about the most common problems and gain skill in locating and comprehending such data. Since valuing is a natural human inclination, they need to be aided in clarifying their values about the outstanding domestic problems of the current times. It is hoped that the final product (i.e. the students' "new" behavior) will reflect an awareness of the issues in some of the current domestic problems, the ability to state a value position with supporting evidence, and an inclination to clarify values through inquiry as new problems are brought to their attention.

(NOTE: The teacher's task, of course, is to ask questions that required the students to clarify their values rather than to challenge the worth of the values. Only the students can decide the worth and usefulness of a particular value. Two given stud-

ents may legitimately hold conflicting values about a problem. If the teacher can guide each student to identify evidence to support his position, then the students have better reasons to hold those values than they would otherwise and the teacher has gone a long way toward succeeding at his main task: value clarification).

COURSE GOALS:

1. FOR EACH OF THE FOLLOWING PROBLEM AREAS THE STUDENT WILL:

   A. DESCRIBE THE MAJOR ISSUE(S).
   B. STATE A VALUE POSITION REGARDING ANY GIVEN ASPECT OF THE PROBLEM.
   C. PRESENT EVIDENCE TO SUPPORT THE VALUE POSITION STATED.

   PROBLEM AREAS:

   CIVIL RIGHTS
   CRIME CONTROL
   PRESERVATION OF THE ENVIRONMENT
   PRESERVATION OF NATURAL RESOURCES
   OVER-POPULATION

2. THE STUDENT WILL IDENTIFY CURRENT DOMESTIC PROBLEMS BY EXAMING NEWSPAPERS AND PERIODICALS. (NOTE: THE INTENT HERE IS TO ALLOW THE STUDENTS TO INVESTIGATE PROBLEMS OTHER THAN THOSE IDENTIFIED IN THE OBJECTIVE ABOVE).

COURSE CONTENT:

I. Description of the Inquiry Process (e.g. use of evidence, objectivity, data gathering).

II. Identification of Sources of Data (e.g. newspapers, magazines, radio and TV news).

III. Clarification of Civil Rights Issues.

IV. Clarification of the Issues in Crime Control.

V. Clarification of the Issues Concerning Environmental Pollution.

VI. Clarification of the Issues Regarding Preservation of Natural Resources.

VII. Clarification of the Issues Relating to Excessive Population in America.

VIII. Clarification and discussion of "Other" Problems (e.g. drugs, urban development, inflation).

IX. Statement of Value Positions; Gathering of Supportive Evidence.

NOTE TO TEACHER:

The Teacher of this course is encouraged to examine the materials of the Harvard Social Studies Project on Public Issues. These materials were developed to support a social studies program with a major focus on current issues and would serve as an alternative plan for teaching this course or as a supplement to it.

The project materials are published by American Education Publications. Particular attention is called to the explanatory booklet, Cases and Controversy and the main student booklet, Taking A Stand.

GOAL 1: FOR EACH OF THE FOLLOWING PROBLEM AREAS, THE STUDENT WILL: A. DESCRIBE THE ISSUES, B. STATE A VALUE POSITION REGARDING ANY GIVEN ASPECT OF THE PROBLEM, AND C. PRESENT EVIDENCE TO SUPPORT THE VALUE POSITION STATED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CIVIL RIGHTS IN AMERICA	A. The student will describe the major issues of the Civil Rights problem, state a value position regarding any given aspect of the problem and present evidence to support the value position taken.	1. Have the students discuss and attempt to define the concept "civil rights." Consider having them read relevant portions of the U. S. Constitution as a starting point. A review of Supreme Court decisions relating to civil rights will also clarify the meaning of civil rights as now legally defined in America. (Have the students also identify areas in which civil rights are not clearly or consistently defined, e.g., right to public assistance ((welfare)), right to adequate medical care). 2. Have the students define discrimination and prejudice and distinguish between the two terms. Consider having them make-up situations to illustrate the distinctions. 3. Have the students survey current newspapers and periodicals for report of alleged or proved discrimination and/or prejudice. Have them construct a list of the areas most commonly "making the news" because of discrimination or prejudice. 4. Have the students suggest reasons why legal efforts to protect civil rights focus on discrimination rather than prejudice. (Some interesting ideas about this area contained in Chapter 9 of Problems of Democracy by Dunwiddie and Kidger). 5. Have the students define the term "minority group." Have them analyze the following statement: "Almost everyone belongs to some minority group so it is to everyones advantage to protect the rights of all minorities." Have them compile a list of the minority groups represented in the class (e.g., teenagers, Blacks, Southerners, Jews, Methodists, short people, blue-eyed blondes, part-time employees). Have them survey current newspapers and periodicals to compile a list of minority groups who are "making the news" in regard to civil rights. 6. Have the students suggest ways an individual could be judged (evaluated) without concern over which minority groups he be-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		longs to (e.g., ability to perform a job, personality traits, actions). Have them discuss whether or not the ways they identify could be predicted by minority group membership. (Students should be expected to offer or gather evidence to support positions taken). 7. Have the students construct a list of local agencies and commissions involved in civil rights "work" by noting their names as they appear in the local newspapers. As such groups are identified, have the students conduct research (including perhaps inviting a speaker) to identify the history, purpose, membership characteristics, and actions of each. 8. Have the students identify ways in which the newspaper and periodical magazines contribute to the understanding and appreciation of minority groups. 9. Have the students construct and maintain a "cartoon-board," a bulletin board of current cartoons dealing with civil rights issues. 10. Have the students review the movies playing at local theatres. Have them identify those which deal in some way with a civil rights theme. Students who have viewed the films might describe the position it takes for the class. (Any especially worthy films can be the target of a field trip). 11. Have the students consult recent census data for the portions of the population in various minority groups. Have the students determine what portion of the population are in the majority group of WASPs (and identify evidence to support or refute the proposition that the WASPs are, in reality, a coalition of minority groups). 12. Have the students discuss (to clarify the meaning of) the generalization that "all men are entitled to equal protections

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		under law." Have them suggest what sort of attitudes and actions are required of a person who believes this (e.g. opposition to discrimination, refusal to make judgements based on prejudice and stereotyping).
		13. Have the students discuss the concept of "equal opportunity for employment." (possible focus questions: Does any person have a right to any job? What are good reasons for denying someone a job? Should people doing the same work be paid the same and have the same rate of advancement?)
		14. Have the students survey the local papers to identify the problems common to members of the "Old Age" minority group. Have the students discuss to what degree these problems (e.g. medical care, housing, employment) relate to civil rights. (The intent here is to stimulate the students to gather evidence to aid in formulating a value position on the problems encountered by senior citizens).
CRIME CONTROL	B. The student will describe major issues in the crime control problem, state a value position regarding any given aspect of the problem, present evidence to support the value position taken.	1. Have the students discuss and attempt to define the term "crime." Have them establish criteria for distinguishing between crime and non-crime.
		2. Give the students a list of actions some of which are serious crimes, some of which are minor crime, some of which are not crimes at all. (e.g. murder, running a stop light, smoking a cigaret, armed robbery). Have the students classify (i.e. group) the items in the list. After they have done this, have them assign a label to each of their groups. The labels (i.e. perceptions) of the students should lead to an awareness of the variety of ways to group crimes as well as improving the students ability to distinguish between crime and non-crime. (Possible student classifications include felonies, misdemeanors, crimes of violence, crimes of deception). The students can discuss the grouping suggested by class members for clarification as needed .

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the students brainstorm to suggest possible causes of crime. (e.g. greed, need). Then have them conduct research (perhaps in small groups) to determine what "the literature" identifies as causes of crime. (In addition to using the "Reader's Guide" and card catalog, have some of the students write to the Attorney General, state and federal, for information). Once the students have located data, have them "compare notes" in small groups. (The group membership should change between gathering the data and discussing it. This widens the range of interaction experiences for each student and places a greater demand on the verbal skills of each). 4. Have the students discuss the concept "cost of crime." Have them suggest ways in which they lose money (directly or indirectly) because of crime (e.g. higher prices, taxes to maintain prisons, cost of law enforcement). 5. Provide the students with statistical data on the costs of crime, the rate of crime increase, and the distribution of types of crime. Have the students examine the data and describe the information it provides. (Up to date data can be obtained from local law enforcement personnel). 6. Have the students identify the (perhaps by using the "Yellow Pages" of the telephone book) local agencies and commissions that deal with crime problems in the South Florida area. Have them conduct brief research projects to determine the purpose and duties of each. (Inviting speakers would help). 7. Have the students discuss the concept "capital punishment." (The teacher might select representative excerpts from articles discussing the various sides to the issue and have the students read them as a basis for discussion. Be sure to have the students discuss such articles to achieve clarification of the content before they discuss the merits of the positions taken).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Have the students discuss the punishments and/or rehabilitations given to people convicted of crime. (Consider having them read "Back to the Woodshed?" by Judge Justine Polier, Public Affairs Pamphlet 232). Have the students describe episodes from their own experiences in which they received punishment and/or "rehabilitation" for a misdeed. Have them identify the benefits claimed for each approach. 9. Have the students view statistical data on the crime rate over the past twenty years. Have them make inferences on the changes in the rate (e.g. crime is increasing). 10. Have the students discuss (perhaps based on case studies presented by the instructor) the concept "juvenile delinquency." Once the concept has been clarified through discussion (and perhaps some research if necessary), have the students explain the significance of the following statement: "It is useless to try and help the delinquent child apart from the family that contributes so much to make him what he is!" Have the students formulate hypotheses about the role (influence) of the family (or social environment) in fostering criminal behavior. Have them conduct brief reviews of the literature (via "Reader's Guide") to test their hypotheses. 11. Have the students clarify the concept "secret society." Given the information that secret societies exist both to enforce and to break the law. (Be sure they can distinguish between "undercover agent" and "secret society"). Have them discuss the appropriateness of such societies (both law breaking and law enforcing) in a democratic nation. (NOTE: Some students may oppose secret societies as being inherently incompatible with democratic ideals and as uncontrollable. Others may support law enforcing secret societies on the grounds they meet a public need and/or have a right to exist. Whatever the position taken, the teacher should question the students to establish clarity and consistency in each individual's position).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Have the students collect recent newspaper articles on conditions in local jails and prisons. Have them evaluate the effectiveness of such places as crime-control devices based on the available evidence. (The students might be encouraged to gather further data from a wider variety of sources). 13. Have the students discuss the conflict between the rights of the individual and the effort to detect crime. Have them discuss such issues and search and seizure, wiretapping, "bugging" devices, and advisement or rights upon arrest and before questioning. (Among other sources useful excerpts on the topics above can be located in Crime and Justice in America). 14. Have the students do research to identify the pros and cons of firearms control (gun control legislation). (The instructor might select excerpts from literature available from the National Rifle Association (con) and the National Crime Commission (pro). Have the students identify the reasons presented by the various "sides" of the dispute to justify their position. 15. Have the students discuss the significance (and perhaps conduct research to validate it) of this quotation by President Johnson: "It is violent crime that creates the climate of fear in the streets of our cities. But in economic terms, white collar crime - although much less visible - is considerably greater. The economic costs of crimes such as petty theft, consumer fraud, antitrust violations, and embezzlement dwarf all crimes of violence." 16. Have the students gather data on this question. "Are the nation's law enforcement agencies adequate for the task they must accomplish?" Consider having the students formulate an hypothesis from the statement and seek evidence to test it.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
POLLUTION CONTROL	C. The student will describe the major issues in preserving the environment, state a value position regarding any given aspect of the problem, and present evidence to support the value position taken.	1. Have the students gather data on the potential resources of the Oceans, especially food resources. Have them identify possible consequences if these resources are destroyed by man's pollution of the aquatic environment. Source: The Frail Ocean by Wesley Mark. New York: Ballantine, 1967. 2. Have the students discuss the concept "life-cycle." Have them identify the components in their own life cycle (e.g. food sources, oxygen producers). Have the speculate on possible consequences if various components of their life cycle were made scarce or destroyed (i.e. by pollution). 3. Discuss the concept "ecological system." Have the students do research to identify instances where an imbalance has occurred in an ecological system. Have them describe the effects of the imbalance. 4. Have the students collect newspaper articles on local pollution problems. They might locate the sources of pollution (locally) on a map and/or take a field trip to view the "data" for themselves. 5. Have the students discuss the economic effects of various industries and businesses changing their methods of operation in order to reduce or eliminate pollution. Consider having the students write to various business and industry leaders to ask for an explanation of the problems they face in ceasing to cause pollution. 6. Have the students discuss the concept "pollution." By means of discussion they should attempt to establish criteria by which to identify examples of pollution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Have the students read chapter two, "The Tainted Sea," of The Frail Ocean by Wesley Mark. Have them identify the causes of Florida's "Red Tide," determine the effects and the reason for those effects (e.g. fish kills), and the significance of the "Red Tide" to man. 8. Have the students purchase a copy of The Environmental Handbook. Its collection of articles presents a well balanced statement of the conservationists position. It also contains information on how to "get involved." (NOTE: Chapter two, "The Tainted Sea," of The Frail Ocean is reprinted in this book). 9. Have the students write to various conservation groups for data on the preservation of the environment. Some sources are listed below. Others can be found listed in The Environmental Handbook. Scientist's Institute for Public Information 30 E. 68th Street New York, New York 10021 The Sierra Club 1050 Mills Tower San Francisco, California 94104 The Conservation Foundation 1250 Connecticut Avenue, N.W. Washington, D. C. 20036 10. Have the students write to the chairmen of the following House and Senate committees asking for an explanation of the role their committee plays in preservation of the environment. (They might also ask the chairmen to give their assessment of the status of the environment "problem").

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		House of Representatives: Committee on Agriculture Committee on Appropriations Committee on Government Operations Committee on Interior and Insular Affairs Committee on Merchant Marine and Fisheries Committee on Public Words Senate Committees: Committee on Agriculture and Forestry Committee on Appropriations Committee on Commerce Committee on Interior and Insular Affairs Committee on Public Works 11. Have the students write to the following Federal Agencies to request data on the problems of environmental preservation commonly dealt with by each agency: Department of Commerce Soil Conservation Service Federal Extension Service Forest Service Department of Commerce Business and Defense Services Administration Department of Health, Education, and Welfare National Center for Air Pollution Control National Center for Urban and Industrial Health

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Department of Housing and Urban Development Land and Facilities Development Administration Department of the Interior Bureau of Commercial Fisheries Bureau of Land Management Bureau of Mines Bureau of Reclamation Federal Water Pollution Control Administration National Parks Service Upon receipt of the requested data, the students can review the information, identify concepts that need clarification, and add to the factual background necessary to achieve value clarification. 12. Have the students locate and read "Eco-Castastrophe!" by Paul R. Ehrlich from Ramparts Magazine, September, 1969 (also reprinted in The Environmental Handbook). Have them identify data from other sources that support or refute the "prophesies" made by Erlich in "Eco-Catastrophe!" Have the students locate and read "The Historical Roots of our Ecologic Crisis" by Lynn White, from Science, Vol. 155, pp. 1203-1207, March 10, 1967. Have the students discuss the article to clarify the concepts dealt with and the positions taken. Have the students identify the evidence White presents to support the positions he takes in this article.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NATURAL RESOURCES	D. The student will describe the issues in preserving our natural resources, state a value position relating to any given aspect of the problem, and present evidence to support the value position taken.	1. Have the students identify the natural resources upon which South Florida is dependent. For each of these have the students clarify the way(s) in which we are dependent upon those resources (e.g. clean air - economic dependency; water supply - survival, economic). 2. Have the students identify other areas of the country where the communities are dependent on the local supply of natural resources. Have them clarify the nature of the dependency in each case. 3. Have the students brainstorm to identify natural resources upon which the entire nation is dependent. Have them identify the source(s) of these natural resources and clarify why we are dependent on them (e.g. oil-economic, transportation, etc.). 4. Have students discuss the concept "preservation." Have them provide examples of things that are "preserved" (e.g. green beans, pickles, national monuments, museum items, hierlooms, family photographs). Have the students discuss why these things are preserved (e.g. limited supply, to meet future needs, sentiment). From the reasons identified for preserving "things" ask the students which ones might also be good reasons for preserving natural resources. Consider having them make the reasons into hypotheses (e.g. Man needs to conserve his natural resources because there is a limited supply of them) that they can "test" as the course progresses. 5. Give the students this generalization: "A peoples' culture is a reflection of the natural resources available to them." Have them brainstorm to identify data to support or reject the proposition if applied to the United States. 6. Have the students conduct brief reviews of the literature to gather data of the historical development of the use of natural

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		resources in this country. (A division of labor will speed the process). Once the historical background is identified have the students suggest reasons why the pattern of use of natural resources may need modification. 7. Have the students locate and read the December 22, 1961, Life magazine special "Our Splendid Outdoors." Have the students discuss the concept that the beauty of the environment is a natural resource to be preserved. 8. Have the students consult statistical sources to gather data on the volume of business the U. S. does with other nations. (possible source: Statistical Abstracts). Have them brainstorm to identify reasons why we are able to engage in such a large exporting business (e.g. surplus or resources, mechanized society). Have the students suggest advantages and disadvantages in our exporting policy (e.g. trade for resources we lack, maintain employment in U.S., support allies). 9. Have the students write brief stories or play describing what they think life in American would be like if: a. Our oil supply fell far below current demand. b. Our coal and iron deposits were exhausted. c. Both of the above occurred. 10. Have the students identify those natural resources in which the U. S. has an abundant supply for current needs. Have them conduct research to locate predictions about future needs for these resources and how long present supplies are expected to last. (Most of this data can be obtained via the "Reader's Guide"). Once they have the above data, have them formulate hypotheses about possible future courses of action for the U. S. in regard to its resources (e.g. The U. S. will have to purchase most of its resources from other nations. The U. S.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		must reduce its consumption of its resources. The U. S. must develop alternative methods for meeting our needs). 11. Have the students identify the uses of such resources as tin, potash, nickel, and uranium. Have them locate the areas of the world that have the greatest supply of these minerals (e.g. tin-Malaya, Bolivia; potash- France, Germany; nickel-Canada; uranium-Central Africa) and suggest how our relationship to these areas will be modified by the presence of resources we need. (This discussion should be followed by identifying the resources in which the U. S. has a near monopoly. Have the students discuss how rich supplies of useful natural resources affect political and economic relationships). 12. Have the students write to various national leaders and ask them their position of the preservation of natural resources. (If an election is eminent the students can review campaign literature and speeches to gather data on the position of such leaders). 13. Have the students read the ingredients and/or component parts from labels of various products. Have them discuss how they might discover what natural resources are used to produce the product and how they could learn if there is any need to limit the use of any of those resources. (They might write letters to manufacturers to request such data). 14. Have the students brainstorm to produce a list of reasons why competition for natural resources (among businesses or among nations) can cause tension and conflict. Have them formulate possible (hypothetical) solutions to the reasons identified. (This might be done by small groups). 15. Have the students engage in research to identify situations where a current scarcity of a natural resource is influencing

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		people to explore for new supply or alternative ways to meet their needs.
OVER-POPULATION	E. The student will describe the issues in the population problem, state value position relating to any given aspect of the problem, and present evidence to support the value position taken.	1. Have the students read Thomas Robert Malthus' "An Essay on the Principle of Population" (located in Population, Evolution and Birth Control, G. Hardin, ed., as well as other sources). Have them describe how Malthus compared the pattern of population growth to the probable standard of living of the people. 2. Have the students locate appropriate sources to gather data on the current rate of population growth for the United States (e.g. Vital Statistics of the U. S., Census Report). Have them compute probable population for Miami, for Florida, and for the United States at various future dates (e.g. 1980, 2000, 2020, 2040). Have them suggest what effects such a growth in population might have on the areas in question. 3. Discuss the concept of "cumulative growth" of population. Have the student provide analogies of cumulative growth in areas other than population to demonstrate their understanding of the concept (e.g. An oak tree produces 5 fertile acorns from which five new oaks grow. Each in turn produces five more. You have a grove of 31 oak trees). 4. Have the students suggest possible criteria for deciding when an area's population is excessive. (e.g. limited arable land, limited supply of food, pressures of high density living, limited natural resources). For each of the suggestions, have the students seek data to determine if the problem factors are present in the United States at present or are likely to be present in their lifetime. 5. Have the students examine the concept of population density. Have them gather data about the density of population in selected areas of this nation (e.g. Miami, the Northeast, the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		coastal states, the mountain regions). Have them describe the pattern of population density currently existing in this country and have them formulate hypotheses about the effect of this pattern on the creation of a population "problem."
		6. Have the students examine statistical data on the distribution of the U. S. population by age. Have them make inferences about the significance of the data.
		7. Have the students suggest factors (e.g. moral movement against birth control, legal limit on family size) that might change (accelerate or decrease) the annual rate growth. Have the students conduct research on the factors suggested (e.g. via the "Reader's Guide") to determine to what degree they are expected or promoted by citizen's organizations, government agencies, etc. (e.g. Population Zero).
		8. Have the students suggest ways in which population becomes a factor in creating other domestic problems (e.g. allocation of natural resources, pollution control, urban housing). Have them seek evidence to determine the degree to which excessive population effects other existing domestic problems.
		9. Have the students discuss the possibility of an even distribution of population in the United States. Have them identify reasons why it is not a likely solution to present overcrowding in certain parts of the nation. (e.g. availability of jobs, transportation facilities).
		10. Have the students discuss (to clarify) and locate sources of data for the birth rate and the death rate. Have them do research to determine the pattern of change these rates have shown in part decades (e.g. declining death rate). Have them make inferences about the effects of the patterns on population growth.
	15	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Show the students the lines by Emma Lazarus that are inscribed on the Statue of Liberty: "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretches refuse of your teeming shore, Send those, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door." 12. Then have the students suggest the possible reasons for the development of federal immigration control since 1882. Have the students formulate and test hypotheses about the effects of immigration on population problems in America. 13. Have the students discuss the concept "eugenics." Have them conduct research (via "Reader's Guide," newspapers, etc.) to determine the relation of eugenics to population policy. 14. Sources of Statistical Data: Statistical Abstract of the United States and The World Almanac and Book of Facts. 15. Have the students brainstorm (or do research or compile) a list of inventions and medical discoveries that have influenced population growth. Have the students speculate on possible technological or medical advances that may occur in the near future that could influence the rate of population growth. 16. Have the students discuss the concept of "Old Age Pension Plans Plans." Have them suggest reasons such plans are likely to increase in importance during their lifetime. 17. Have the students brainstorm to devise a list of possible problems that will arise if the population of the United States comes to have much higher proportions of children and aged dependent persons.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		18. Have the students compile an anotated bibliography of current documents, position papers, magazines articles, and books (paper and hard cover) relating to the population problem. (The "Reader's Guide," card catalogue, and publisher's cataloges are useful sources for obtaining the data). Once a substantial bibliography has been compiled, have the students (individually or in small groups) classify (e.g. group) the sources. (Possible groups might be birth control-pro, birth control-con, famine control, limited resources, social problems due to population density, etc. It is important that the students perceive and label the groups themselves. The goals of the course require that students form their own opinion about the current domestic problems. Therefore, teacher management should be designed to force student clarification of his position, not pressure to accept any particular position).
		19. Have the students check local newspapers daily for articles related to population. A bulletin board might be set aside for students to post such articles as they find them. A review of the weeks "news" regarding population (and other problems considered in this course) might be made a regular part of the news. It would provide an excellent opportunity for student data gathering as well as interpretation of data.
		20. Invite speakers, show films, and/or listen to tapes of people who can provide factual data and/or describe a coherent value position to the students.
		21. Have the students construct a questionnaire on various aspects of the population problem. Have them administer it to family, friends, and neighbors. They can analyze the results to gain insight about both awareness of and value positions taken about population.

GOAL 2: THE STUDENT WILL IDENTIFY CURRENT DOMESTIC PROBLEMS BY [illegible]

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IDENTIFYING PROBLEMS	The student will identify current domestic problems by examining newspapers and periodicals.	The entactment of this objective is relatively simple. The students simply keep a list of the "issues" that make the news (e.g. newspaper, magazines, TV, radio). What to do with the list presents a variety of alternatives. Here are some suggestions: 1. Have the students discuss each problem to identify the issues (e.g. identify the components). 2. Have the students select some of the problems identified as areas to investigate (in essence the students add more objectives to the course). 3. Have the students keep a record of which media reports on the problems identified. Have them note any variation in the emphasis each media gives to the issues. (They might check for such factors as which media tends to give the greatest depth of coverage, which the most accurate facts, which most often expresses an attitude or bias, etc.). 4. Have the students base independent study projects on the issues identified. 5. Keep a "current domestic problems" bulletin board for issues other than those covered by the course objectives. 6. Have small groups investigate (and perhaps report to the class) some of the problems identified. (Investigation here means defining the problem, identifying the issues, clarifying concepts, and locating the evidence that related to the problem).

MATERIALS:

A. RECOMMENDED BASIC TEXTS:

Textual materials should be constructed by the students from newspapers, magazines, pamphlets, and other data sources relevant to current domestic problems.

B. RECOMMENDED TEACHER REFERENCES:

The following books are useful sources of techniques for teaching a class on domestic problems.

Bailey, Stephen, et. al. Contemporary Issues in American Democracy. New York: McGraw-Hill, 1969.

Dunwiddie, William and Kidger, Horace. Problems of Democracy. Boston: Ginn & Co., 1962.

McCutchen, Samuel, George Fersh, and Nadine Clark. Goals of Democracy: A Problems Approach. New York: MacMillan, 1962.

Oliver, Donald W. and Newmann, Fred M., eds. Cases and Controversy. Columbus, Ohio: American Education Publications, 1970.

Pullen, Charles and Reed, James. Today's Problems. Boston: Allyn and Bacon, Inc., 1962.

Walker, Edward, Olis Jamison, and John Carroll. Understanding Our Times. Syracuse, New York: L. W. Singer Co., 1961.

C. ALTERNATIVE STUDENT AND CLASS RESOURCES:

1. Audio-Visual Sources:

Due to the "current" aspect of this course, no specific films are recommended. Instead a list of film distributors who handle the most up-to-date films and other audio-visual materials relevant to studies of current domestic problems is presented. The instructor is urged to write to each of these organizations, describe the needs of your students, and request a listing of appropriate materials available from the distributor. (NOTE: Fees are usually low enough to justify the effort to find out what is available. The students may wish to "finance" their own film rental(s) if school funds are difficult to obtain).

Audio-Visual Center, Indiana University, Bloomington, Indiana 47401.
British Broadcasting Company, c/o Peter Robeck & Co., 230 Park Avenue, New York, New York 10017.
Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.
Extension Media Center, University of California, Berkeley, California 94720.
McGraw-Hill Films/Contemporary Films, Princeton Road, Hightstown, New Jersey 08520.
National Audubon Society Film Department, 1130 Fifth Ave., New York, New York 10028.
Sierra Club Films, c/o Association Films, 25358 Cypress Avenue, Hayward, California 94544.
Citizenship-Legislative Department of the Oil, Chemical and Atomic Workers, International Union, 1126 16th Street, N. W., Washington D. C. 20036.
American Documentary Films, 336 W. 84th Street, New York, New York 10024.

2. Anthologies:

The following are collections of articles that present useful and reliable data and/or value positions on current domestic problems. The works listed in this section deal with several over-laping problems (e.g. crime control and civil rights, pollution and preservation of resources). They are all recommended as the core of a classroom reference library.

Cox, G., ed. Readings in Conservative Ecology. New York: Appleton, 1969.

Crime and Justice in America. Congressional Quarterly Service, Washington, D. C., 1967.

DeBell, Garrett, ed. The Environmental Handbook. New York: Ballantine, 1970.

Hardin, Garrett, ed. Population, Evolution, and Birth Control. San Francisco: Freeman, 1969.

Hardin, Garrett, ed. Science, Conflict, and Society. San Francisco: Freeman, 1969.

Kostelanetz, R., ed. Beyond Left and Right. New York: Apollo, 1968.

Oliver, Donald W. and Newmann, Fred M., eds. Taking a Stand. Columbus, Ohio: American Education Publications, 1970.

Shepard and McKinley, eds. The Subversive Science. New York: Houghton-Mifflin, 1968.

3. Quinmester Course Guides:

The following quinmester courses deal with, at least in part, the problems likely to be touched upon in an investigation of current domestic problems. It is recommended that you obtain copies of the course guides for the following to use as a source of ideas for activities and as a source of thorough bibliographic data in specialized areas.

Cities in Crisis
Crime in America
Current Affairs
Drugs, Society and You
Ecology and Survival
Eco-Politics
Prejudice in America

4. Useful Sources of Statistical Data:

Historical Statistics of the United States (U.S. Bureau of the Census).
Information Please Almanac.
Statesman's Yearbook.
Statistical Abstract of the United States (U.S. Bureau of the Census).
Statistical Services of the United States Government (U. S. Bureau of Budget, Office of Standard Statistics).
Statistical Yearbooks (U.S. Library of Contress: Census Library Project).
Statistical Sources (ed. by Paul Wasserman et. al. Detroit: Gale Research Co., 1962).

5. Sources of local Newspapers: (Addresses and telephone numbers can be obtained via the yellow pages).

Air Base News
Air Force Times
Air-Liner News
Army Times
Broward Review
Cabaret
Coral City News
Citizen-Hub
Community Reporter
Coral Gables News
Coral Gables Times
Daily Planet
Diario Las Americas
The Dispatcher
El Sol de Hialeah
The Executive News
Federal Times
Fighter Forum
Florida Aviation Association News
Florida Business Leader
Florida Free Enterprizer
Labor News of Florida
Latin News
Liberty News
Matancero Libre
Miami Beach Reporter
Miami Beach Sun
Miami Beach Times
Miami Herald
Miami News
Miami Review
Miami Shores Journal
Miami Star
Mobile Home News
Navy Times
The News Leader
North Dade Journal
North Miami Beach Journal
North Miami Journal
North Miami News
Noticias Latinas
Patria Newspaper

Florida Grocer
Florida Keys News
Fort Lauderdale News
Fort Lauderdale Tribune
Greater Miami Journal
The Guide
Hialeah Home News
Home News
Homestead News Leader
Jewish Floridian

Perrine-Cutler Ridge News
South Dade News
South Dade News Leader
South Miami News
Sun-Sentinel Newspaper
Times New
Tropical News Banner
The Voice
Zig Zag

D. SELECTED BIBLIOGRAPHY:

While the bulk of this course is based on materials gathered from student research with newspapers, periodicals and statistical sources, there may be occasion to refer to more academic sources. A selected bibliography for the domestic problems specifically dealt with by this course is presented below. The sources listed are not necessarily current but do provide excellent statements of value positions concerning domestic problems.

Civil Rights:

Commager, Henry Stelle. Freedom, Loyalty, Dissent. New York: Oxford, 1948.

Davis, Elmer. But We Were Born Free. New York: Bobbs-Merrill, 1954.

Douglas, William. An Almanac of Liberty. New York: Doubleday, 1954.

Kelly, Alfred, ed. Foundations of Freedom: In the American Constitution. New York: Harper, 1958.

Levin, David. What Happened in Salem? New York: Twayne, 1960 (paperback: Harcourt).

Oliver, Donald W. and Newmann, Fred M., eds. Community Change, Dissent and Protect, Negro View of America, Privacy, Race and Education, Religious Freedom, and Status. Columbus, Ohio: American Education Publications, 1969-1971.

President's Committee on Civil Rights. To Secure These Rights. New York: Schuster.

Ziegler, B. M. Desegregation and the Supreme Court. New York: Heath, 1958.

Crime Control:

Gibney Frank. The Operators. New York: Bantom Books.

Glueck, Sheldon and Eleanor. Delinquents in the Making. New York: Harper.

Oliver, Donald W. and Newmann, Fred M., eds. The Lawsuit and Rights of the Accused. Columbus, Ohio: American Education Publications, 1968 and 1970.

Scudder, Kenyon. Prisoners are People. New York: Doubleday and Co., n.d.

Stone, Irving. Clarence Darrow for the Defense. New York: Bantom Books, 1958.

Taft, D. R. Criminology: Third Edition. New York: Doubleday.

Vedder, C. B., ed. The Juvenile Offender. New York: Doubleday.

Preservation of the Environment:

De Saint-Exupery. The Little Prince. New York: Harcourt, n.d.

Leopold, A. A Sand County Almanac. Oxford University Press, 1966.

Snyder, G. Earth House Hold. San Francisco: New Directions, 1969.

Thoreau, H. Walden. New York: Mentor, n.d.

Whole Earth Catalog. Portola Institute, n.d.

Preservation of Natural Resources:

Allen S. W. Conserving Natural Resources. New York: McGraw-Hill,

Carhart, Arthur. Timber in Your Life. New York: Lippencott.

Coyle, Gordon. Conservation. Rutgers University Press.

Frank, Bernard and Anthony Netboy. Water, Land and People. New York: Knopf.

Osborn, Fairfield. The Limits of the Earth. New York: Little, Brown & Co.

U. S. Congress, House Committee on Merchant Marine and Fisheries. "Miscellaneous Fisheries Legislation, Hearing" - 89th Congress, 2nd Session, 1966.

Population:

Borgstrom, George. The Hungry Planet. New York: MacMillan, 1965.

Ehrlich, Paul. The Population Bomb. New York: Ballantine Books, 1969.

Oliver, Donald W. and Newmann, Fred M., eds. Population Control. Columbus, Ohio: American Education Publications, 1971.

Paddock, William. Famine - 1975! . Boston: Little, Brown, 1957.

Young, Louise. Population in Perspective. New York: Oxford University Press, 1968.